

What is an educational evaluation?

Article 7 defines educational evaluation as the procedures used to provide information about a student's disability, or suspected disability, so that a case conference committee (CCC) can determine eligibility for special education services and, if eligible, the needed services (511 IAC 7-32-30).

Requirements Related to Education Evaluations

What is an example of a general requirement addressed in Article 7?

Section 7-40-3 of Article 7 addresses **general requirements** such as the need for a comprehensive evaluation composed of a variety of assessment tools and strategies that are administered in a way that is appropriate given the cultural and linguistic background of the student.

Can a parent request an evaluation?

Yes, a **parent's request** for an evaluation can be made verbally or in writing; however the request must be made to a licensed school personnel such as teachers, school counselors, school psychologists, school social workers, school principals, or other administrators (511 IAC 7-40-4(d)).

How does a school respond to a parent's written request for an evaluation?

In response to a parent's request for evaluation, the school determines whether it will conduct the evaluation and communicates that decision to the parent through **written notice**. If the school agrees to conduct the evaluation, the written notice also outlines what evaluation procedures will be conducted. If the school denies the request, the written notice must contain an explanation. The written notice is to be received by the parent within 10 instructional days of their request. (511 IAC 7-40-4(e)).

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After the parent receives the written notice for the evaluation, what next steps should he/she take to initiate the evaluation?

After receiving the written notice, the parent must provide written **consent** for the evaluation. When the parent provides consent, he/she may ask to receive a copy of the educational evaluation report prior to the CCC meeting and to meet with someone who can explain the results of the evaluation prior to the CCC meeting. When the school receives the parent's written consent for evaluation, the timeline for evaluation begins.

What is the required timeline for an educational evaluation?

The required **timeline for an educational evaluation** depends on the situation (511 IAC 7-40-5(d)). The timeline begins from the date that parental consent is received by the school. The most common timeline for an initial educational evaluation is fifty (50) instructional days. The evaluation must be conducted and the CCC meeting held within this timeline. If the student has participated in an intervention process and not made adequate progress, the timeline is twenty (20) instructional days. A 20-instructional day timeline also applies if a parent requests an initial evaluation while a student is expelled or suspended. This is often referred to as an “expedited evaluation.” For a student transitioning from First Steps Early Intervention Services to the school early childhood program, the evaluation and CCC meeting must be completed so that any necessary services are available to the student no later than the student’s 3rd

birthday. If a student moves to another school while an evaluation is in progress, the receiving school must complete the evaluation as quickly as possible, and within a timeline agreed to by the parent and the school.

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What is the role of the multidisciplinary team (MDT) in the evaluation process?

A **multidisciplinary team** (511 IAC 7-31-65) conducts the evaluation and prepares an educational evaluation report for the student’s case conference committee (CCC). The MDT will use the information to make decisions about eligibility and services. Section 7-40-5(b) outlines the required multidisciplinary team members. Team membership varies slightly based on the suspected area of disability.

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What are the evaluation requirements for determining a suspected disability(s)?

The required components of the evaluation are determined by the area(s) of suspected disability. Rule 41 of Article 7 outlines the evaluation requirements for each of the thirteen areas of eligibility. The [eligibility chart](#) summarizes the requirements. □

What does the CCC determine with the educational evaluation report?

The MDT prepares an **educational evaluation report** to summarize the findings of the evaluation (511 IAC 7-40-5(e)-(g)). The report is used by the CCC to determine eligibility and services, if the student is found to be eligible. There are additional report requirements when the suspected eligibility is Autism Spectrum Disorder or Specific Learning Disability. In addition, a written certification (7-40-5(g)(2)(C)) is required for Specific Learning Disability. If the parent requested a copy of the report prior to the CCC meeting, it is to be available at least 5 days before the CCC meeting. If the parent did not ask for the report in advance of the CCC meeting, the report must be provided at the CCC meeting.

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What is Reevaluation?

Reevaluation (511 IAC 7-40-8) refers to any subsequent evaluation after a student has been determined eligible for special education. This includes evaluations conducted to explore another area of disability and the need for additional related services.

Eligibility

What is eligibility and how is it determined?

Article 7 defines eligibility for special education and related services in 511 IAC 7-32-34. Eligibility is a decision made by the Case Conference Committee (CCC) based on three-factors: (1) the CCC determines that the student has a disability as defined in Article 7, (2) the disability adversely affects the student's educational performance, and (3) special education and related services are needed.

What are the eligibility categories?

There are thirteen (13) eligibility categories in Article 7. Rule 41 includes the eligibility criteria for each of the categories. The thirteen categories and their corresponding Article 7 references are listed below.

Autism Spectrum Disorder – 511 IAC 7-41-1

Blind or Low Vision – 511 IAC 7-41-2

Cognitive Disability – 511 IAC 7-41-3

Deaf or Hard of Hearing – 511 IAC 7-41-4

Deaf-Blind – 511 IAC 7-41-5

Developmental Delay (early childhood) – 511 IAC 7-41-6

Emotional Disability – 511 IAC 7-41-7

Language or Speech Impairment – 511 IAC 7-41-8

Multiple Disabilities – 511 IAC 7-41-9

Other Health Impairment – 511 IAC 7-41-10

Orthopedic Impairment – 511 IAC 7-41-11

Specific Learning Disability – 511 IAC 7-41-12

Traumatic Brain Injury – 511 IAC 7-41-13